



## ST JAMES-SANTEE ELEMENTARY

8900 Highway 17 North  
McClellanville, SC 29458

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	200 Students	
<b>Principal</b>	TBA	843-723-0863
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Below Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	7	110	45	15

\* Ratings are calculated with data available by 11/09/2011.

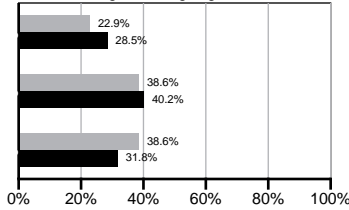
Palmetto Assessment of State Standards (PASS)

Exemplary

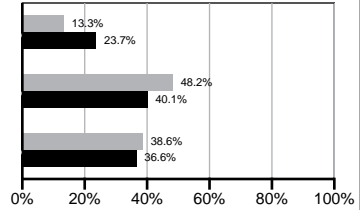
Met

Not Met

English/Language Arts



Mathematics

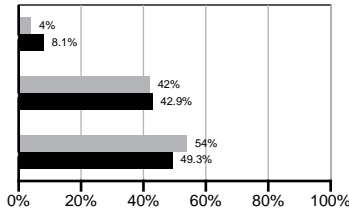


Exemplary

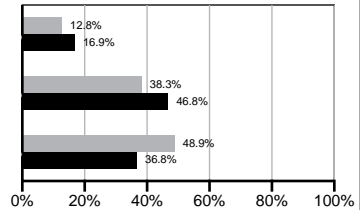
Met

Not Met

Science



Social Studies

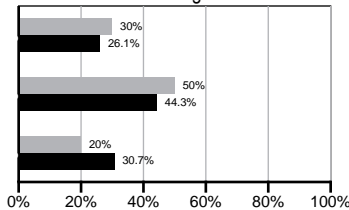


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=200)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	96.2%	Up from 95.5%	95.9%	96.2%
Served by gifted and talented program	6.1%	Up from 2.3%	6.4%	13.4%
With disabilities other than speech	2.9%	Down from 5.2%	4.4%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 1.0%	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	61.9%	Up from 60.0%	61.3%	62.5%
Continuing contract teachers	66.7%	Down from 80.0%	83.3%	88.2%
Teachers returning from previous year	78.5%	Down from 81.9%	85.4%	87.8%
Teacher attendance rate	97.2%	Up from 96.4%	95.2%	95.2%
Average teacher salary*	\$42,840	Down 11.4%	\$45,346	\$46,773
Professional development days/teacher	9.1 days	Up from 8.3 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	12.2 to 1	Down from 15.1 to 1	18.2 to 1	19.9 to 1
Prime instructional time	93.3%	Up from 91.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,192	Down 3.9%	\$8,050	\$7,447
Percent of expenditures for instruction**	56.6%	Up from 56.5%	67.9%	68.4%
Percent of expenditures for teacher salaries**	55.3%	Up from 53.6%	64.4%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The faculty, students, and staff of St. James-Santee Elementary School have consistently strived for excellence in all facets of school life, from academics to sports, from the arts to technology, from academic competitions to citizenship. Despite our academic growth and successes, St. James-Santee Elementary students, parents, teachers, and administration sought ways to improve our entire program throughout the year in a quest for excellence.

St. James-Santee Elementary School is a rural school on the northern boundary of Charleston County. We are located in beautiful McClellanville, South Carolina and we are surrounded by the Francis Marion National Forest. Our school is known for its high quality teachers, small class sizes, and ability to personalize learning to meet the needs of each individual student.

St. James-Santee Elementary School focuses on maintaining a professional collaborative culture and making data-based decisions to improve student achievement. Our school collected, correlated, and disaggregated data to make informed decisions about student achievement. More importantly, we took great pride in our small size and made every decision with the best interest of each individual student in mind.

We have worked diligently to provide opportunities for our students to be more engaged in reading, writing, and speaking. We successfully implemented the Read Well curriculum in our kindergarten and first grade classrooms as well as the guided reading model in our other grade levels.

Our school has begun implementing the PBIS model. Our students are prepared to be more friendly, impressive, and trustworthy. This year we also continued our comprehensive academic intervention program. Students who were ahead or below of their grade level academically were enrolled in a separate class to meet their particular academic needs.

St. James-Santee Elementary School has made solid academic progress over the past few years despite many challenges. We are confident that our student-centered and data-driven approach to student learning yielded strong results as indicated by this year's MAP testing.

Our school has always been committed to the students, families, and the community we serve. With growing and active parent organizations we hope that all of our stakeholders will continue to be involved in the lives of our students as they reach for new heights in the coming years.

Christopher D. Swetckie, Principal  
Keyonah Deas, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	15	13
Percent satisfied with learning environment	94.1%	66.7%	76.9%
Percent satisfied with social and physical environment	94.1%	73.3%	84.6%
Percent satisfied with school-home relations	88.2%	80.0%	84.6%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	90	100	38.6	38.6	22.9	77.1	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	42	100	44.7	42.1	13.2	65.8	79.9	78.7	N/A	N/A
Female	48	100	33.3	35.6	31.1	86.7	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	85	100	37.5	40	22.5	77.5	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	78	100	38.9	38.9	22.2	77.8	72.9	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	90	100	38.6	48.2	13.3	71.1	82.8	81.9	Yes	Yes
<b>Gender</b>										
Male	42	100	31.6	60.5	7.9	78.9	81.1	79.9	N/A	N/A
Female	48	100	44.4	37.8	17.8	64.4	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	5	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	85	100	37.5	48.8	13.8	72.5	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	78	100	37.5	50	12.5	72.2	72.7	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	54	100	54	42	4	46	69.2	68.6
Gender								
Male	28	100	60	36	4	40	68.4	68.3
Female	26	100	48	48	4	52	70	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	49	100	53.2	42.6	4.3	46.8	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	48	100	54.5	40.9	4.5	45.5	51.8	57.3

Social Studies

All Students	54	100	48.9	38.3	12.8	51.1	75.5	72.5
Gender								
Male	24	100	60	35	5	40	74.4	72
Female	30	100	40.7	40.7	18.5	59.3	76.6	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	91	81
African American	51	100	47.8	39.1	13	52.2	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	45	100	51.3	38.5	10.3	48.7	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	31	100	20	50	30	80	75.8	73.2	96.2	96
Gender										
Male	14	100	30.8	46.2	23.1	69.2	70.7	67.2	96.5	95.9
Female	17	100	11.8	52.9	35.3	88.2	81.1	79.4	95.9	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.8	81.5	94.8	96.1
African American	30	100	20.7	48.3	31	79.3	61.3	61.3	96.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	81.5	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	94.4	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.9	26	95.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	94.1	96.3
Socio-Economic Status										
Subsidized meals	27	100	23.1	46.2	30.8	76.9	62.2	63.2	95.8	95.5

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	18	100	29.4	29.4	41.2	70.6
	4	31	100	29	54.8	16.1	71
	5	18	100	26.7	33.3	40	73.3
	6	24	95.8	72.7	18.2	9.1	27.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	41.7	33.3	25	58.3
	4	18	100	42.9	42.9	14.3	57.1
	5	29	100	24.1	51.7	24.1	75.9
	6	18	100	56.3	18.8	25	43.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	18	100	41.2	29.4	29.4	58.8
	4	31	100	38.7	45.2	16.1	61.3
	5	18	100	46.7	20	33.3	53.3
	6	24	95.8	68.2	18.2	13.6	31.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	58.3	29.2	12.5	41.7
	4	18	100	21.4	71.4	7.1	78.6
	5	29	100	27.6	58.6	13.8	72.4
	6	18	100	43.8	37.5	18.8	56.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	31	100	N/A	N/A	N/A	41.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/A	N/A	N/A	18.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	100	N/AV	N/AV	N/AV	50
	4	18	100	N/AV	N/AV	N/AV	21.4
	5	14	100	50	42.9	7.1	50
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	31	100	35.5	48.4	16.1	64.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/A	N/A	N/A	27.3
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	13	100	50	33.3	16.7	50
	4	18	100	64.3	28.6	7.1	35.7
	5	15	100	20	60	20	80
	6	8	I/S	I/S	I/S	I/S	I/S
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	18	100	47.1	23.5	29.4	52.9
	4	32	100	37.5	43.8	18.8	62.5
	5	18	100	26.7	26.7	46.7	73.3
	6	23	100	77.3	9.1	13.6	22.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	31	100	20	50	30	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample